

Textbook Alignment to the Utah Core – 3rd Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 3

Title: Macmillan/McGraw-Hill Timelinks: Communities ©2009 ISBN#: 978-0-02-151346-8

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 85 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: Students show how environments and communities change over time through the influence of people.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u>0</u> %		
OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s,	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓

		etc.)		
Objective 1.1: Predict how human activity will influence environments and communities.				
a.	a. Describe various environments; e.g., desert, plains, tropical, tundra, steppe, mountain, frozen, forest.	SE/TE: 18-19, 20-21, GH4-GH5		
b.	Identify the influence of people on environments and environments on people.	SE/TE: 18-19, 22-25, 32-34, 35, 36-45, GH3		
c.	Describe changes in environments caused by human inventions; e.g., plow, steel, railroads, telephone, telegraph, automobile.	SE/TE: 28-29, 36-37, 39, 86-91		
Objective 1.2: Trace how indigenous cultures change over time.				
a.	Describe early people of the local area; e.g., American Indians, first settlers.	SE/TE: *52-59, 70-75, *113 *Related content.		
b.	Create a time line for the local community.	SE/TE: *68-69, 92-93 *Related content.		
c.	Describe the early people of various environments in the United States.	SE/TE: 52-55		
d.	Examine how indigenous cultures change over time.	SE/TE: 52-55, 98, 113, 116-118, 131		
STANDARD II: Students compare the indigenous people of the local area with the Inca of South America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>20</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Examine the Inca of South America.				
a.	Identify the characteristics of mountain environments.	SE/TE: 20-21, GH4-GH5		
b.	Describe the Inca of South America.	N/A [Inca—see Gr. 5]		✓
c.	Create a time line for the Inca of South America.	N/A [Inca—see Gr. 5]		✓

Objective 2.2: Compare the Inca of South America to the indigenous people of the local area.				
a.	Compare the environment of the local area with that of the Andes of South America.	N/A [Inca—see Gr. 5]		✓
b.	Compare the local community with the community of the Inca.	N/A [Inca—see Gr. 5]		✓
STANDARD III: Students trace the development and emergence of culture in indigenous communities.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 3.1: Describe the various factors that draw communities together.				
a.	Identify the elements of culture; e.g., language, government, religion, food, clothing.	SE/TE: 103-107, 108-115, 116-123, 124-131, 132-137, 140-141		
b.	Identify cultural elements that emerge as communities interact; e.g., roles, traditions.	SE/TE: 103-107, 108-115, 124-131		
c.	Identify the contributions of the environment to cultural development; e.g., homes, agricultural products, clothing, industries, recreation.	SE/TE: 20-25, 28-35, 36-43, 44-45, 165-167		
d.	Identify the aesthetic expressions of the community; e.g., art, music, dance, dram	SE/TE: 98-99, 110-114, 116-123, 131, 132-137		
Objective 3.2: Compare the emergence of culture in the local area with the indigenous cultures of the United States.				
a.	Identify cultural characteristics of indigenous environments of the United States.	SE/TE: 53, 55		

b.	Compare community characteristics in the local region with other indigenous cultures; e.g., houses, clothing, jobs.	SE/TE: 52-55, 140-141, 188-189		
STANDARD IV: Students examine how government and economies develop as the indigenous community develops.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>85</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Explain the purpose of government.				
a.	Determine the need of people for government; e.g., maintaining order, justice for citizens.	SE/TE: 193, 196-197, 240		
b.	Identify the role of government; e.g., make laws, require taxation, provide education.	SE/TE: 195, 198-199, 206-211, 214-218, 219, 222-224, 225-226, 227		
c.	Explore how the flag of the United States and the pledge of allegiance show patriotism.	SE/TE: 200-201, 202		
d.	Describe development of government in indigenous communities.	SE/TE: 219, 225-226		
e.	Describe development of government among the Inca of South America.	N/A [Inca—see Gr. 5]		✓
Objective 4.2: Identify the factors that determine economic development.				
a.	Identify natural resources within environments that provide for community development.	SE/TE: 18-19, 23, 28-31, 44, 164-169		
b.	Trace the emergence of occupations relative to available natural resources.	SE/TE: 145, 147, 148-149, 164-167, 172-179, 180-187, 188-189		
c.	Identify producers and consumers in local communities.	SE/TE: 4-9, 148-149, 150-151, 152, 156-157, 164-169,		

		188-189		
d.	Identify the relationship between producers and consumers, supply and demand.	SE/TE: 147, 148-155, 164-169		
e.	Describe the economies of the local people and the Inca of South America.	SE/TE: *145, *149, *150-152, *154-155, *164-169, 174, 188-189 *Related content [no discussion of economies of the Inca—see Gr. 5].		
STANDARD V: Students participate in activities that promote good citizenship.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Demonstrate basic citizenship skills.				
a.	Follow agreed-upon rules and accept responsibility for assigned tasks.	SE/TE: 220-224, 228-233		
b.	Listen to and consider the opinions of others.	SE/TE: 223, , 228-233		
c.	Work within a group to establish acceptable behaviors and expectations.	SE/TE: 67, 204-205, *222, 227 *Related content.		
d.	Practice patriotic citizenship by pledging allegiance to the flag and showing respect for that flag.	SE/TE: 196, 201, 202		
Objective 5.2: Identify ways to meet community needs.				
a.	Differentiate between personal and community needs.	SE/TE: 12-17, 222-223 227-231		
b.	Identify specific needs of the community.	SE/TE: 12-17, 115, 192,		

		220-226, 228-229		
c.	Identify community needs that students can help fill personally.	SE/TE: 115, 222, 227, 228-233		
STANDARD VI: Students use map skills to analyze the influence of physical features on the building of communities in the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: 94 %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: 0 %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Examine maps and globes.				
a.	Identify oceans and continents of the world.	SE/TE: 77, GH6, GH7, GH18-GH-19		
b.	Locate the northern and southern hemispheres using the equator.	SE/TE: 76-77, GH7, GH18-GH-19		
c.	Locate the eastern and western hemispheres using the prime meridian.	SE/TE: 76-77		
d.	Use grids, scales, and symbols to identify the physical features.	SE/TE: 10-11, 26-27, 138-139, 212-213, GH8-GH9, GH10, GH11, GH12, GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20, GH21, GH22, GH23, GH24-GH25		
e.	Differentiate among towns, cities, states, countries, and continents.	SE/TE: 1, 4-9, 11, 12-17, 31, 46, 51, 64-66, 72, 78-85, 90, 92-93, 101, 138-139, 142, 144, 152, 166-167, 176-177, 183, 184-185, 186-187, 206-207, 214-215, 236-237, GH7, GH8-GH9, GH10, GH11, GH12, GH13, GH14-GH15, GH16-GH17, GH18-		

		GH19, GH20, GH21, GH22, GH23, GH24-GH25		
f.	Compare natural and human-made boundaries.	SE/TE: 11, 20-21, 61, 72, 101, 142, 166-167, 184, 213, GH8-GH9, GH10, GH12, GH13, GH14-GH15, GH16-GH17, GH18-GH19, GH20, GH21, GH22, GH23, GH24-GH25		
Objective 2: Recognize the physical features that influenced various community settlements.				
a.	Identify the physical characteristics of various environments.	SE/TE: 18-25, 45, 61, GH4-GH5		
b.	List natural resources of various environments.	SE/TE: 23, 28-34, *GH4-GH5 *Related content.		
c.	Locate on a map the regional settlements of indigenous communities of the United States.	SE/TE: *225 *Related content.		
STANDARD VII: Students make world connections by comparing the physical features of the United States with those of South America.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>75</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Use map skills to locate South America.				
a.	Identify the hemisphere of South America.	SE/TE: 76-77, GH7		
b.	Locate the Andes Mountains of South America.	SE/TE: GH23		
c.	Locate the countries of South America.	SE/TE: GH22		

d.	Identify various environments of South America; e.g., mountain, tropical,	SE/TE: *20-21, 40, GH23 *Related content [no discussion of environments of South America].		
Objective 7.2: Compare the physical features of the Andes Mountains with those of the local area.				
a.	Compare the physical features of the Andes Mountains with those of the local area; e.g., mountains, valleys, plateaus, plains, desert.	SE/TE: 18-25, 44-45, *GH23 *Related content [no discussion of physical features of the Andes Mountains].		
b.	Compare the natural resources of the local community with those of the Andes Mountains.	SE/TE: 22-23, 28-34, 44-45 *Related content [no discussion of natural resources of the Andes Mountains].		